Continuous Improvement Process Diagram

1 Define

Which process and tools will you use to find out whether you have achieved the outcomes and goals you set for students?
In this step, you will determine your program purpose, your program goals and your plan for implementation. Stating the reason(s) for monitoring your program will help to determine the scope of the process. Having an overall plan helps to create a road map you can follow while monitoring.

2 Implement With Fidelity

How will you ensure that your program has the intended results?
Once you define the program purpose and goals and set up your plan for implementation, it is time to implement with fidelity! During this step, be sure to continually check in and adjust program delivery to ensure adherence to program design.

3 Collect Data

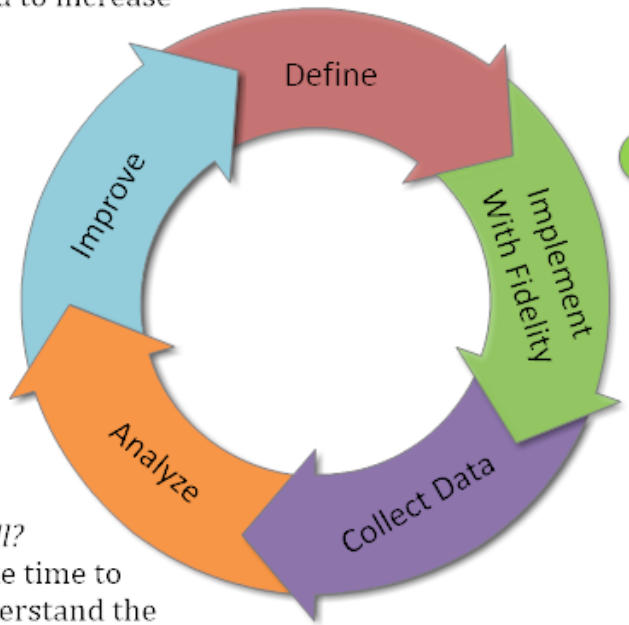
How will you go about gathering the information you need?
This stage of the process usually involves collecting information using a variety of methods, from surveys and focus groups to hard data from tests and other sources.

4 Analyze

What story do the data tell?
Once you collect data, take time to reflect, interpret and understand the results. For example, you might create charts and graphs to understand student progress.

5 Improve

How can you use your data make a difference?
After analyzing and reflecting on the data you collected during implementation, act on the results of the data analysis by making changes that are expected to increase program quality.



Conducting Your Program Needs Assessment

Before planning and designing your program, your team should conduct a thorough needs assessment to gather data on student academic needs and find out what students want to do during the school year. Use the tables in each section to record needs and set priorities for your summer learning program.

School-Level Data — High-level data provide the big picture and give you a starting point from which to work. Analyze needs by reviewing state assessment scores, attendance data and behavior data. Use the guiding question examples to begin discussions with your team. Sample answers have been provided.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
When looking at school-day data (campus or school improvement plans, stated goals that a summer learning program could address, state assessment results, attendance, behavior, etc.), what are the overall trends? What is needed for improvement?	Goal: 80% of third-grade students will meet standards on math state assessment.	State assessment results	High
When looking at the state assessment scores, what are the subject areas where students show deficits? Indicate the deficits for each grade level you will serve in your summer learning program.	Only 70% of third-grade students met standards on math state assessment.		
When looking at attendance reports, what trends do you see that need to be addressed?	15% of third-grade students have been absent 10 or more days this year.		
When looking at behavioral reports, what trends do you see that need to be addressed?	10% of our third-grade students averaged three or more discipline referrals this year.		

Conducting Your Program Needs Assessment

Student-Level Data — Specific data provide details on why students are struggling. Analyze the student-level data and identify the top three to five student-level deficiencies. Use the guiding question examples to begin discussions with your team. Sample answers have been provided.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
When capturing data from teachers, use the Y4Y tool Survey of Teacher Programming Needs. What specific skills do students need to master to meet standards on the state assessment, improve report card grades, and ensure promotion? *List needs by grade level and subject-specific skills.*	Teachers have indicated that students who failed to meet standards most often failed to master the use of fractions and measurement.	Discussion with third-grade math team teachers and state assessment reports	High
With respect to attendance issues, what do counselors, parents and teachers say are the most common reasons for absences?	60% of reported absences occur during the spring semester. School nurse reports unusually high rates of flu during the spring months.		
With respect to discipline referrals, what specific behaviors are being displayed most often?	5% of discipline referrals are coded as fighting. 5% of discipline referrals are coded as disrespecting the teacher.		

Conducting Your Program Needs Assessment

Student Voice — Provides data on which activities student want. Analyze the student voice data and use the table below to record the top three to five ideas that students identified. Use the guiding question examples to begin discussions with your program team. Sample answers have been provided.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
What activities do students say they want, and which can you accommodate during your summer learning program?	Third-grade students want art, cooking, gardening, Soccer.	Student interest survey	High

Conducting Your Program Needs Assessment

Other Important Data — Provide additional data necessary to provide necessary support to students and their families. Analyze the issues families face that a summer learning program could address. Also consider other social, emotional and physical needs. Use the following guiding questions examples to begin discussions with your program team. Sample answers have been provided to help you begin discussions with your program team.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
What family needs can a summer learning program help to address?	90% of family members work a full-time job. 80% of families have 2 or more school-age children (not all in need of academic support).	Family survey	High
What other needs do students have that a summer learning program could address?	85% of students do not have access to healthy meals during the summer months. 50% of students gain weight over the summer months.		

Activity and Program SMART Goals

Program SMART Goals

Creating goals provides a road map for the program. Work with staff and stakeholders to set as many goals as you see fit, and to ensure everyone understands what the program should achieve. Use the sample program SMART goal below to assist you in developing your program SMART goals. And, if you already have them in place, make sure they are SMART!

Sample Program Goal: 80 percent of students who attend the afterschool program regularly will demonstrate an increase in mathematical skills by the end of the fall semester, as measured by pre- and postprogram state assessment scores.

A **S** **R**
80 percent of **students who attend the afterschool program regularly** will demonstrate an **increase in mathematical**
T **M**
skills by the end of the program as **measured by pre- and post-program state assessment scores.**

Specific I am targeting the students who need the support and who attend regularly.
Measurable I am using the pre- and postprogram state assessment scores to measure outcomes.
Achievable I believe that 80 percent of students can improve if they engage in the program.
Relevant My goal is relevant because mathematical skills have been identified as a need.
Time Bound I have decided to measure outcomes at the end of the program year.

Add your program SMART goal(s) to the chart on the next page.

Activity and Program SMART Goals

Needs Assessment Statement	Program SMART Goal
Example: Our fourth-grade students are falling behind in their mathematics skills based on state assessment scores. When talking to school-day teachers, we hear the students have particular trouble with fractions. From student voice data, we found that students want to be outside and learn about plants.	**Example:** 80 percent of students who attend the out-of-school time program regularly will demonstrate an increase in mathematical skills by the end of the fall semester as measured by pre- and post-program state assessment scores.

Activity and Program SMART Goals

Activity SMART Goals

Just like program SMART goals, activity SMART goals provide a road map for each activity you do in your program. In key component 2, we developed our program SMART goal indicating that we want an increase in 4th grade mathematic skills by the end of our program. Our activity goal will dig deeper into a certain skill (fractions) and a certain activity (gardening club).

Sample Activity Goal: 90 percent of students who attend the gardening club activity for the entire afterschool program will demonstrate an increase in understanding of how fractions and measurement apply to real-life activities as measured by rubric.

Once your team has completed your needs assessment, you can use the chart below to record your activity SMART Goals.

Activity	Needs Assessment Statement	Program SMART Goal	Activity SMART Goal
Gardening Club	Our 4th grade students are falling behind in their mathematics skills based on state assessments. When talking to school-day teachers, the students are particularly having trouble with fractions. From student voice data, we found that the students want to be outside and learn about plants.	80 percent of students who attend the out of school time program regularly will demonstrate an increase in mathematical skills by the end of the Fall semester as measured by pre- and post-state assessments.	90 percent of students who attend the gardening club activity for the entire afterschool program will demonstrate an increase in understanding of how fractions and measurement apply to real-life activities as measured by rubric.

Activity Observation Checklists

Leaders and activity developers should work together to determine the indicators that demonstrate high quality in activities and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a ratio of 1:10 because research indicates that it is at that ratio where most positive outcomes can be expected. Another activity may not require that low of a ratio. There are two samples of Checklists below which you can customize for your own activities. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

Site/Center: _____ Date: _____ Observer: _____

Activity: ___Math_____ Room: _____

Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	**Indicators**	**Notes**
	Adherence to and **Quality** of the Activity as designed– Program components are implemented as prescribed.	
	Activity focus is on targeted skills: • ***Skill set #1:*** *Numbers, Operations, and Quantitative Reasoning* • ***Skill set #2:*** *Patterns, Relationships and Algebraic Reasoning*	
	Every student is participating in one of 3 stations:	
	• *Students engaged in small group CGI intervention with teacher*	
	• *Students participating in computer program intervention*	
	• *Students participating in an interactive learning activity*	
	Required materials/resources available:	
	Laptops 1 for every student	
	SMART Boards	
	Math software programs	
	Instructional resources (will include one of following): • *Base Ten Blocks* • *Manipulatives* • *Math Games*	

Activity Observation Checklists

Rating 1=Low 2=Medium 3=High	**Indicators**	**Notes**
	Exposure – Students receive the required intervention dosage.	
	Students are participating in math intervention for 2 hours in summer program on Monday through Friday	
	Student Engagement – Students are actively participating in the intervention.	
	Students are using manipulatives	
	Students are actively communicating problem solving methods with teachers and each other	
	Students are on-task vs. non-task • *Students are actively engaged in math conversation* • *Students are actively counting and verbalizing math strategies to each other and the teacher* • *Students are asking and answering questions about their math thinking* • *Students are sharing their math thinking in a variety of ways (i.e., verbally, pictorially, with the manipulatives, on the SMART Board)* • *Students transition from one activity to the next with efficiency and knowledge of the procedures* • *Students will need minimal redirection for the expectations during learning time.* • *Students are listening attentively*	
	Students have voice/and choice in activity when appropriate	
	Students actively engaged • *Students are using the math tools effectively and efficiently as they need them* • *Students are clearly confident in their math thinking and ability to solve math problems* • *Students are sharing their math thinking in a variety of ways (i.e., verbally, pictorially, with the manipulatives, on the SMART Board, on the laptops)*	

Activity Observation Checklists

Rating 1=Low 2=Medium 3=High	**Indicators**	**Notes**
	• *Students transition to one activity to the next with efficiency and knowledge of the procedures* • *Students will need minimal redirection for the expectations during learning time.* • *Students are listening attentively*	
	Students have access to technology	
	Teacher Engagement – Teachers are actively facilitating the learning.	
	Teachers are asking reflective questions	
	Teachers are giving specific feedback	
	Teachers are modeling problem solving strategies	
	Teachers are probing and inviting students to share problem solving strategies	
	Teachers are making connections to prior knowledge	
	Teachers are providing differentiated support depending on individual student needs	
	Physical Environment is conducive to student learning.	
	Materials, resources and room orderly	
	Learning activities readily accessible	

Activity Observation Checklists

Site/Center: _____ Date: _____ Observer: _____

Activity: ___When I Grow Up_____ Room: _____

Enrichment Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	**Indicators**	**Notes**
	Enrichment Activity	
	Every student is participating in small group activities:	
	Required materials/resources available:	
	• *Laptops for researching*	
	• *Journals*	
	Resources: • *Authentic career tools (stethoscope, microphone, office software* • *Expert Speakers*	
	Exposure – Students receive the required academic enrichment dosage.	
	Students are participating in intentional academic enrichment for 2 hours in summer program on Monday through Friday	
	Student Engagement – Students are actively participating in the activity.	
	Students are researching and exploring authentic tools	
	Students are actively communicating problem solving methods with teachers and each other	
	Students are engaged • *Students are actively engaged in conversation* • *Students are actively engaging in and verbalizing use of new targeted academic skills* • *Students are asking and answering questions about their thinking pathways* • *Students are confidently sharing their new academic skills in a variety of ways (i.e., verbally, pictorially, in journals, in peer conversations)*	

Activity Observation Checklists

Rating 1=Low 2=Medium 3=High	**Indicators**	**Notes**
	• *Students will need minimal redirection for the expectations during learning time.*	
	Students have voice/and choice in activity when appropriate	
	Teacher Engagement – Teachers are actively facilitating the learning.	
	Teachers are asking reflective questions	
	Teachers are giving specific feedback	
	Teachers are modeling problem solving strategies	
	Teachers are probing and inviting students to share problem solving strategies	
	Teachers are making connections to prior knowledge	
	Teachers are providing differentiated support depending on individual student needs	
	Physical Environment is conducive to student learning.	
	Materials, resources and room orderly	
	Learning activities readily accessible	

Staff Observation Review Checklist

Instructions: Share this checklist with staff members before the project begins to set and measure overall expectations for responsibilities and behaviors. Score on scale of 1 to 3, with 1 being the highest performing and 3 being the lowest performing. Guide observers to provide evidence notes if they give a 1 or a 3 score. Keep notes on individual staff performance related to the items on the checklist during the project. After the project ends, set a time to meet briefly with each staff member to review their performance. For any items marked 3, be sure to identify specific steps for improvement.

Staff Member: _____

Score	**Staff member creates an engaging learning environment.**	Evidence
	Motivates youth from outset	
	Presents opportunity in engaging way	
	Explains and creates opportunities for youth leadership and independent work	
	Respects youth voice	
	Facilitates youth expression and creativity	
	Ensures inclusion	
	Engages youth in establishing procedures and norms	
	Staff member facilitates active learning.	
	Supports group work	
	Supports development of ideas into viable projects	
	Circulates and checks in appropriately with youth	
	Models or demonstrates techniques; provides information or guidance when appropriate	
	Refers youth to resources	
	Facilitates use of outside resources	
	Ensures youth understand goals and objectives	
	Checks for comprehension	
	Creates groups, buddy systems, or other supports for English learners or youth with special needs	
	Asks open-ended questions	
	Supports self-assessment and peer reflection	
	Staff member engages other adults.	
	Works respectfully and effectively with volunteers	
	Works respectfully and effectively with partners	
	Works respectfully and effectively with student families	
	Staff member builds own skills.	
	Attends trainings	
	Participates actively in trainings	
	Leads segments of trainings	
	Suggests topics for trainings	
	Contributes to locating resources	
	Participates openly in reviews	
	Seeks feedback and revises work	
	Provides peer support for others	

Implementing With Fidelity Guide

Mindfully implementing with fidelity enables you to evaluate each component of your activity, and adapt and adjust instruction based on student response. Implementing with fidelity also helps to build credibility with your school-day staff. This is where you begin to demonstrate that the out-of-school time program is a key partner in continuing education for students. Below are the areas you should measure for fidelity of implementation, along with a few key tools that will help.

What Do We Measure?

Adherence

Definition:	*Example:*
Focuses on how well we stick to the plan. Ask yourself: Are we implementing as we intended overall?	If we are using a service learning approach, do students use academic knowledge and skills as they carry out the service project?

Dosage

Definition:	*Example:*
How often a student attends an activity designed to have an impact. This looks at the frequency or the number of times they attend and how long they participate in each session.	If you've designed your activity to meet twice weekly for 60 minutes each session, you'll measure whether that is the actual dosage students get.

Engagement

Definition:	*Example:*
Students actively participating, asking questions, using critical thinking skills, getting positive feedback from teachers and solving problems in group discussions are a few ways to describe "engagement."	Students work cooperatively, address the problem and brainstorm solutions. The students are not preoccupied with something else or seem bored.

Delivery

Definition:	*Example:*
Refers to how the facilitator guides the learning. Is the facilitator effectively using guiding questions to help students move to higher levels of thinking, embedding opportunities to apply new skills, or differentiating the learning?	The facilitator poses guiding questions to help students advance their learning, uses different teaching techniques such as scaffolding, and delivers content through blended learning opportunities.

Implementing With Fidelity Guide

What Do We Measure With?

Observation Checklists

Why use them?	*What do they measure?*	*When should we use them?*
The most reliable way to tell if an activity is being implemented with fidelity is by ***observing***.	Observations will measure the critical implementation areas (*adherence, dosage, engagement and delivery)*.	Use observation checklists when you make regular visits to the activity, do spot checks, conduct peer observations and provide follow-up coaching.

Conducting observations takes time, but it is the ***most reliable means*** of determining if the activity is being implemented with fidelity.

Rubrics

Why use them?	*What do they measure?*	*When should we use them?*
Rubrics are great tools for checking on the skills you want students to develop as they define and measure performance in any type of program activity.	If a teacher uses a scale of 1 to 4 to measure the student's performance toward completion of an activity, the rubric would detail what is needed to earn that 1, 2, 3 or a 4.	Use rubrics for any of your activities! They are versatile and can be used for almost any aspect of an activity. ***Hint:*** Give the rubrics to students before the activity so they know what they need to do to receive a high score.

Rubrics define expectations and ***help ensure consistency*** in the evaluation process.

Portfolios

Why use them?	*What do they measure?*	*When should we use them?*
Student portfolios are often used to help students demonstrate their thinking and development processes.	Portfolios can help you document student progress toward activity objectives. You can capture answers to questions such as these: • Does the student demonstrate an understanding of the content? • Does he or she collaborate? • Does he or she they make progress toward the goal?	Portfolios are effective when the students have multiple projects or deliverables within one activity. For example, if the activity requires a student to write a story, develop a presentation and design a newsletter ad, a portfolio would be easy for the student to keep organized and for the facilitator to see progress made.

Elementary Student Interest Survey

_____'s After School Program

Name

You're in charge of the after school program! Think about what you would do and **mark up to three choices in each category.**

In my after school program, we will learn about/do…

Math (choose up to three)

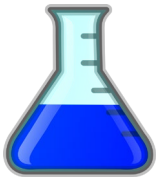
- ☐ Puzzles/Games
- ☐ Measuring
- ☐ Earning Money
- ☐ Spending Money
- ☐ Saving Money
- ☐ Shopping/Comparing Prices
- ☐ Time
- ☐ Math Arts and Crafts
- ☐ Fractions
- ☐ Origami
- ☐ Guessing/Estimating

- ☐ Shapes
- ☐ Magic
- ☐ Math in Nature
- ☐ Sports Math
- ☐ Cooking/Restaurant Math
- ☐ Math Computer Games
- ☐ Dice/Card Games
- ☐ Coin Games/Probability
- ☐ Surveys/Statistics
- ☐ Patterns/Jewelry Making
- ☐ Math in Music

Science (choose up to three)

- ☐ Gardening
- ☐ Cooking
- ☐ Animals
- ☐ Health and Nutrition
- ☐ The Human Body
- ☐ Video Games/Coding
- ☐ Marshmallow Engineering

- ☐ Building
- ☐ Space
- ☐ Weather and Natural Disasters
- ☐ Experiments
- ☐ Sports Science
- ☐ Computers
- ☐ Paper Airplane Design



This resource is in the public domain. Authorization to reproduce it in whole or part is granted. This resource was funded by the U.S. Department of Education in 2017 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at https://y4y.ed.gov.

Elementary Student Interest Survey

Language Arts (choose up to three)

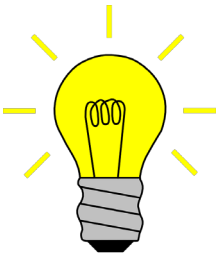
- ☐ Comic Books
- ☐ Theater Arts
- ☐ Creative Writing
- ☐ Movies

- ☐ Book Club
- ☐ World Languages
- ☐ Advertising
- ☐ Reporting/Newspaper

Social Studies (choose up to three)

- ☐ Geography
- ☐ Holidays
- ☐ Our Town
- ☐ Other Countries
- ☐ World Religions

- ☐ Inventors
- ☐ Explorers
- ☐ Wars
- ☐ The Government
- ☐ World Leaders



Secondary Student Interest Survey

Name: _____
Grade: _____

We want to hear about your interests so that we can offer activities and projects that are meaningful to you. Please answer each of the following questions as thoughtfully as you can. Your voice matters and can help shape our program!

1. **What are your favorite subjects/topics in school? Choose your top three.**

Science
- ☐ Earth science
- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Health science
- ☐ Computer science

English/Language Arts
- ☐ Creative writing
- ☐ Literature
- ☐ Plays
- ☐ Poetry
- ☐ Film

Math
- ☐ Algebra
- ☐ Geometry
- ☐ Trigonometry
- ☐ Statistics
- ☐ Calculus
- ☐ Finance

Social Studies
- ☐ Geography
- ☐ Local history
- ☐ World history
- ☐ Culture
- ☐ World leaders
- ☐ Wars
- ☐ World religions

2. **What classes/topics would you like to see offered? Choose your top five.**

Science
- ☐ Cooking
- ☐ Engineering
- ☐ Fashion Design
- ☐ Coding
- ☐ Health and Nutrition
- ☐ Climate Studies
- ☐ Space Exploration
- ☐ Physics of Billiards
- ☐ Gardening
- ☐ Robotics
- ☐ Video Game Design
- ☐ Forensics
- ☐ Sports Science
- ☐ Disease/Public Health
- ☐ Alternative Energy Solutions
- ☐ Technology/Invention

Math
- ☐ Sports Statistics
- ☐ Architecture/Design
- ☐ Energy Efficiency
- ☐ Math in Music
- ☐ Math Art
- ☐ Roller Coaster Calculus
- ☐ Optical Illusions
- ☐ Game Probability

 This resource was funded by the U.S. Department of Education in 2019 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at https://y4y.ed.gov.

Secondary Student Interest Survey

Financial Literacy

- ☐ Employment and Income
- ☐ Smart Consumerism
- ☐ Budgeting and Saving
- ☐ Credit and Debt
- ☐ Insurance and Risk Management
- ☐ Understanding Taxes
- ☐ Stock Market/Investing
- ☐ Banking Methods
- ☐ Planning for College
- ☐ Starting a Business
- ☐ Financial Decision-Making
- ☐ Cryptocurrency

Language Arts

- ☐ Sign Language
- ☐ Slam Poetry
- ☐ Debate
- ☐ Media Studies
- ☐ Podcasting
- ☐ Comic Books/Graphic Novels
- ☐ Spanish
- ☐ French
- ☐ Reporting/Newspaper
- ☐ World Folktales
- ☐ Mythology
- ☐ Blogging

Social Studies

- ☐ Model United Nations
- ☐ Social Networking
- ☐ Healthcare Policy
- ☐ My Ancestry
- ☐ Justice Studies
- ☐ Cultural Studies
- ☐ Global Humanitarian Issues
- ☐ Immigration

Creative Arts

- ☐ Graphic Design
- ☐ Advertising/Marketing
- ☐ Film
- ☐ Photography
- ☐ Band
- ☐ Animation
- ☐ Theater
- ☐ Painting

Sports/Athletics

- ☐ Martial Arts
- ☐ Boxing
- ☐ Basketball
- ☐ Soccer
- ☐ Step Dance
- ☐ Yoga
- ☐ Baseball
- ☐ Swimming

Secondary Student Interest Survey

3. What issues/causes do you care about? Choose all that apply.

- ☐ The environment
- ☐ Health/disease
- ☐ Homelessness
- ☐ World hunger
- ☐ Animal welfare
- ☐ Civil rights
- ☐ International relations
- ☐ Cyber security
- ☐ Space exploration
- ☐ Other: _____

Summer Learning Family Survey

Program leaders should use surveys at the start of a program and at the end of a program to measure changes and impact. Because young children may not fully understand surveys, it is easier and often more reliable to use surveys with students in third grade and above. You can also consider putting surveys into a digital format that automatically tabulates results and provides options to create graphs and tables you can use in reports and presentations.

Summer Learning Family Survey

Thank you for being part of our summer learning program. We want to make improvements to our program, and we need your feedback. Please complete this survey and return it to the program as soon as possible.

What is your child's name? _____

What grade will your child be in next school year?

- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7

What school does the child attend during the school year?

- ☐ ABC Elementary
- ☐ DEF Middle School

Where would your child be if not in the summer learning program?

- ☐ Alone, without adult supervision
- ☐ With siblings, without adult supervision
- ☐ With adult supervision sometimes
- ☐ With adult supervision always

Do you work outside the home or go to school during the summer months?

- ☐ Yes
- ☐ No

 This resource was funded by the U.S. Department of Education in 2016 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at https://y4y.ed.gov.

Summer Learning Family Survey

Perception

Check one response in each row to indicate how you disagree or agree with each statement.

Statement	Strongly Disagree **1**	Disagree **2**	Neutral **3**	Agree **4**	Strongly Agree **5**
Without the summer program, I believe that my child would stay out of trouble.					
Without the summer program, I believe my child would have fun things to do during the summer.					
Without the summer program, I believe my child would practice reading or doing math.					
Without the summer program, I believe my child would be exposed to positive influences.					

Impact

Check one response in each row to indicate how you believe the summer program impacted your child.

Statement	N/A **0**	No Impact **2**	Some Impact **3**	Significant Impact **4**
My child developed positive relationships with teachers.				
My child is more enthusiastic about school.				
My child did more reading as a result of the program.				
My child exercised more as a result of the program.				
My child is getting along with peers better.				
My child made new friends.				
My child learned new skills.				
My child was more active.				
My child is more prepared to return to school in the fall because of this program.				
My child experienced new places as a result of field trips.				
The at-home family activities showed me what my child was learning in the program.				

How would you rate the impact of the **program** overall? *Check one.*

	Excellent
	Good
	Fair
	Needs Improvement
	Poor

This resource is in the public domain. Authorization to reproduce it in whole or part is granted. This resource was funded by the U.S. Department of Education in 2016 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at https://y4y.ed.gov.

Summer Learning Family Survey

Structure

Check one response in each row to indicate how you disagree or agree with each statement.

Statement	Strongly Disagree **1**	Disagree **2**	Neutral **3**	Agree **4**	Strongly Agree **5**
The facility was appropriate for this program.					
The number of weeks was appropriate for this program.					
The length of each week was appropriate for this program.					
The drop-off time was convenient for me.					
The pick-up time was convenient for me.					
The drop-off procedures were easy to follow.					
The pick-up procedures were easy to follow.					
My child knew where to go when dropped off.					
I knew where to find my child at the end of the day.					
Staff members were available to answer my questions at the beginning and end of the day.					
I knew the daily and weekly schedules.					
The adult/family programs were scheduled at convenient times.					

How would you rate overall logistics of the program? Consider program start and end times, transportation arrangements, and program facility. *Check one.*

	Excellent
	Good
	Fair
	Needs Improvement
	Poor

Summer Learning Family Survey

Staff

Check one response in each row to express your opinion.

Statement	Never **1**	Rarely **2**	Sometimes **3**	Often **4**	Always **5**
Staff members were kind and supportive.					
Staff members treated me and my child with respect.					
Staff members understood the needs of my family.					
Staff members provided consistent structure for my child.					
Staff members seemed qualified to work with my child.					
Staff members notified with me with information or progress reports.					

How would you rate the quality of the **staff** overall? *Check one.*

	Excellent
	Good
	Fair
	Needs Improvement
	Poor

What did you like best about the summer learning program?

_____
_____
_____
_____
_____
_____
_____

What would you suggest for improvements next year?

_____
_____
_____
_____
_____
_____
_____

This resource is in the public domain. Authorization to reproduce it in whole or part is granted. This resource was funded by the U.S. Department of Education in 2016 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at https://y4y.ed.gov.

Developing Project-Based Learning Rubrics

Rubrics are a great way to assess student work. Holistic rubrics can give students an idea of how they performed overall with a given task, assignment or project, and analytic rubrics can also give targeted feedback. Both types of rubric have a place in project-based learning. To determine which one you should use, consider the project, the students and the teachers who will score the products.

Holistic Rubrics

Holistic rubrics can be used to assess the students' work as a whole. They can be less time-consuming for practitioners because they provide only one score. Holistic rubrics should be used for simple projects or for younger students, where you don't need targeted, detailed feedback.

Sample Holistic Rubric
Product: Writing Sample

Score	Description
4	Demonstrates exceptional understanding of the material. All requirements are met and some are exceeded.
3	Demonstrates consistent understanding of the material. All requirements are met.
2	Demonstrates partial understanding of the material. Some requirements are met.
1	Demonstrates minimal understanding of the material. Few requirements are met.
0	No response. Task not attempted.

Developing Project-Based Learning Rubrics

Holistic Rubric Template
Product: _____
Student/Group Name: _____

Score	Description
4	
3	
2	
1	
0	

Developing Project-Based Learning Rubrics

Analytic Rubrics

Analytic rubrics are more detailed than holistic ones, and they provide feedback on several areas of a project. The criteria section lists skills and measures that students are working on throughout the project, and these criteria are used to judge student achievement. The performance levels and descriptors help staff determine to what extent students demonstrate learning of each skill.

Sample Analytic Rubric
Product: Oral Presentation

	Performance Levels				
Criteria Categories	**4**	**3**	**2**	**1**	**Points**
Body Language	Student's movements seemed fluid and helped the audience visualize.	Student made movements or gestures that enhanced articulation.	Student used very little movement or few descriptive gestures.	Student used no movement or descriptive gestures.	
Eye Contact	Student holds attention of entire audience with the use of direct eye contact.	Student consistently attempts to use direct eye contact with audience.	Student displayed minimal eye contact with audience.	Student made no eye contact with audience.	
Intro and Closure	Student delivers opening and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student used a clear introductory or closing remark, but not both.	Student does not provide clear introductory or closing remarks.	
Pacing	Student made good use of drama and used appointed time interval.	Delivery was patterned but did not fit appointed time interval.	Deliver was in bursts and did not fit appointed time interval.	Delivery was either too quick or too slow to fit appointed time interval.	

Developing Project-Based Learning Rubrics

Poise	Student displayed relaxed, self-confidence and makes no mistakes.	Student made minor mistakes but quickly recovered; displayed little or no tension.	Student displayed mild tension; had trouble recovering from mistakes.	Student tension and nervousness were obvious; had trouble recovering from mistakes.	
Voice	Student used fluid speech and inflection to maintain the interest of the audience.	Student made satisfactory use of inflection, but did not consistently use fluid speech.	Student displayed some level of inflection throughout delivery.	Student consistently spoke in a monotone.	

Developing Project-Based Learning Rubrics

Analytic Rubric Template
Product: _____
Student/Group Name: _____

	Performance Levels				
Criteria	**4**	**3**	**2**	**1**	**Points**
				Total points	

Continuous Improvement Planner

Use this planner to illustrate your performance (SMART) goals, how you plan to capture the data, and your actual outcomes when you complete your summer learning program. This tool includes some examples in a planner and a blank planner to customize if you so choose. As illustrated in the example, you might want to consider listing your program goal (the overall outcome you are striving for utilizing all of your activities and implementation strategies) and your activity goals (what is going to happen within your activities that will impact your program goal).

Performance Goals	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcome
Program Goal 1: 85% of third-grade students who attend the full summer learning program will demonstrate increased proficiency in the use of fractions and measurement as measured by pre- and post-program assessment.	Pre- and post-benchmark assessments	Ms. Jones	Students	First and last week of program	**Program Goal #1 Outcome:** 80% of third-grade students who attended the full summer learning program demonstrated increased proficiency in the use of fractions and measurement as measured by pre- and post-assessment.
Activity 1, Goal 1: 80% of third-grade students who participate in the math intervention activity for the entire summer will be able to solve fraction and measurement problems.	Teacher-reviewed math journal where students will show their work and thought processes.	Mr. Gonzalez	Students	Ongoing	75% of students who participated in the math intervention activity for the entire summer demonstrated that they could solve fraction and measurement problems as measured by the math journal work.
Activity 2, Goal 1: 100% of third-grade	Rubric, developed by	Mr. Smith	Students	At culminating event	90% of students who participated in gardening for the entire

Continuous Improvement Planner

students who participate in gardening for the entire summer program will demonstrate an understanding of how fractions and measurement relate to their lives.	staff and students			presentations	summer program demonstrated an understanding of how fractions and measurement related to their lives as measured using a rubric during their individual presentations.
Program Goal #2: 100% of students who attend the full summer program will report an increase in physical activity and good nutrition habits.	Staff-created pre- and post-program family and student survey	Luiz	Students and family members	First day of programming and last day of programming	
Activity 1, Goal 2: 85% of students who attend soccer for the full summer program will engage in 30 minutes of physical activity daily.	Staff-created exercise log	Luiz	Students	Daily and reviewed on last day of programming.	
Activity 2, Goal 2: 100% of students who attend cooking for the full summer program will demonstrate increased ability to select and create healthy snacks.	Student journals and portfolios	Cassandra	Students and parents	Ongoing	

Continuous Improvement Planner

Use this chart to customize your own continuous improvement planner.

Performance Measures	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcomes
Enter program and activity SMART Goals	*What will be used to measure effectiveness?*	*Who is responsible for collecting or tracking data? (Include name or title)*	*Who is being assessed? (Enter the name or group)*	*When will measurements be taken?*	*What did the data tell you? Restate your SMART goal using actual measurements.*